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ABSTRACT

Achieving the kind of balance that encourages all children to learn, work, and contribute to their fullest potential has been a continuing challenge as the world grows more complex and our communities more fragmented. Aspects of education that have been referred to as character education, service learning, citizenship education, and emotional intelligence can all be expressed in the single term "social-emotional learning," and it is this form of education, when added to academic learning, that provides educators with the possibility of capturing the balance children need. This monograph provides a rationale and framework for combining academic and social-emotional learning into educational policy and objectives. The monograph highlights research findings, practical applications, and suggested readings for the following strategies: (1) learning requires caring; (2) teach everyday life-skills; (3) link social-emotional instruction to other school services; (4) use goal-setting to focus instruction; (5) use varied instructional procedures; (6) promote community service to build empathy; (7) involve parents; (8) build social-emotional skills gradually and systematically; (9) prepare and support staff well; and (10) evaluate what you do. (Contains 39 references, and a listing of related resources including international Web sites.) (HTH)

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# Academic and Social-Emotional Learning. Educational Practices Series-11.

Maurice J. Elias

International Academy of Education
International Bureau of Education
IBE/UNESCO

2003

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# Academic and social-emotional learning

*By Maurice J. Elias*

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EDUCATIONAL PRACTICES SERIES–11

# The International Academy of Education - IAE

The International Academy of Education (IAE) is a not-for-profit scientific association that promotes educational research, its dissemination, and the implementation of its implications. Founded in 1986, the Academy is dedicated to strengthening the contributions of research, solving critical educational problems throughout the world, and providing better communication among policy-makers, researchers and practitioners. The seat of the Academy is at the Royal Academy of Science, Literature and Arts in Brussels, Belgium, and its co-ordinating centre is at Curtin University of Technology in Perth, Australia.

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# Series preface

This booklet is about the social-emotional skills students need for success in school and in life. In any classroom in the world, from the simplest, with no walls, to the most elaborate, teachers must get along with students and students must get along with one another if learning is to take place. Social-emotional skills, or 'emotional intelligence', is the name given to the set of abilities that allows students to work with others, learn effectively, and serve essential roles in their families, communities and places of work.

Research shows that social-emotional skills can be taught to students and that their presence in classrooms and schools improves academic learning. When academic and social-emotional learning both become a part of schooling, students are more likely to remember and use what they are taught. They also incorporate into their education a sense of responsibility, caring, and concern for the well being of others, as well as themselves. Learning thus can be said to touch both the 'head' and the 'heart' and the result is classrooms that are run better and students who are more inspired. Academic and social-emotional learning are therefore connected in every school, worldwide.

Much also has been learned about how to enhance academic and social-emotional learning in ways that are more likely to work well. This booklet gives the principles that have been shown to lead to success. It contains important guidelines for building academic and social-emotional skills, and sections in each chapter on practical applications that can be brought into classrooms and schools without difficulty. In addition, there is an extensive section on resources, including international resources that are accessible via the Internet.

This booklet has been prepared for inclusion in the Educational Practices Series developed by the International Academy of Education and distributed by the International Bureau of Education and the Academy. As part of its mission, the Academy provides timely syntheses of research on educational topics of international importance. This booklet is the eleventh in the series on educational practices that generally improve learning.

The author of this booklet is Maurice J. Elias, a Professor of Psychology at Rutgers University and Vice-Chair of the Leadership Team of the Collaborative for Academic, Social, and Emotional Learning (www.CASEL.org). With colleagues at CASEL, Elias was senior author of *Promoting social and emotional learning: guidelines for educators*, published by the Association for Supervision and Curriculum Development and circulated to over 100,000 educational leaders internationally. Author of over a dozen books and numerous

articles and book chapters, Elias has also written for newspapers and magazines, including an award-winning column for parents. Elias' books have been translated into over a dozen languages and he has lectured in Asia, Europe, the Middle East, and throughout North America.

The following individuals served as reviewers and suggested improvements in a draft version of this booklet to make it more applicable to various cultures, and easier to understand and translate: Milton Chen is Executive Director of the George Lucas Educational Foundation, San Rafael, CA, which creates media and a web site (www.glef.org) to promote success stories in education and the use of technology; Mario Luis Pacheco Filella is manager of technology and educational development at the Santa Engracia, Mexico, Hospital, Health Division, Pulsar Group and is affiliated with Duxx, the Graduate School of Business Leadership in Monterrey; Keisha Mitchell, a Jamaican national, is a Ph.D. candidate in psychology at Rutgers University in New Brunswick, New Jersey. Her interests include social-emotional learning and social support, and education as an agent for community change; Kathariya Mokrue was born in Bangkok, Thailand. She is presently a pre-doctoral intern at Montefiore Medical Centre in New York City. Her research examines social-emotional education, family support and coping; Leslie Swartz, Ph.D., is director, child/youth and family development at the Human Sciences Research Council, South Africa, and professor of psychology at the University of Stellenbosch.

The officers of the International Academy of Education are aware that this booklet is based on research carried out primarily in economically advanced countries. However, the booklet focuses on aspects of learning that are universal. The reviewers noted that those who live in countries with a stable educational infrastructure (i.e. uninterrupted schooling, adequate access and materials, and children whose families are not in deep poverty or suffering from epidemics) will be able to carry out all of the suggestions, but, as one put it, 'I am certain that this booklet—as it is—can widen horizons and be applied to create awareness and practice of social-emotional intelligence that is so much needed, in all of our nations.' The practices presented here are likely to be generally applicable throughout the world. Even so, the principles should be assessed with reference to local conditions, and adapted accordingly. In any educational setting or cultural context, suggestions or guidelines for practice require sensitive and sensible application, and continuing evaluation.

HERBERT J. WALBERG
Editor, IAE Educational Practices Series
University of Illinois at Chicago

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# Introduction

In every society, children will inherit social roles now occupied by adults. Our education systems have the job of preparing children for this eventual responsibility. Therefore, around the world, people want to improve education. Some want to strengthen basic academic skills; others want to focus on critical thinking. Some want to promote citizenship or character; others want to protect children against the dangers of drugs, violence and alcohol. Some want parents to play a larger role; others feel the entire community should be involved.

There are some areas of growing consensus. As indicated by numerous polls of parents and community leaders, we are clear what we want our children to know and to be able to do, and this defines what we want schools to teach. We want young people to:

- Be fully literate, able to benefit from and make use of the power of written and spoken language, in various forms;
- Understand mathematics and science at levels that will prepare them for the world of the future and strengthen their ability to think critically, carefully and creatively;
- Be good problem-solvers;
- Take responsibility for their personal health and well-being;
- Develop effective social relationships such as learning how to work in a group and how to understand and relate to others from different cultures and backgrounds;
- Be caring individuals with concern and respect for others;
- Understand how their society works and be prepared to take on the roles that are necessary for future progress;
- Develop good character and make sound moral decisions.

All of these are aspects of what some refer to as the 'education of the whole child'. Educating the whole child is not a new idea. It is rooted in the writings and teachings of many ancient cultures. Yet, achieving the kind of balance that encourages all children to learn, work and contribute to their fullest potential has been a continuing challenge as our world has grown more complex and our communities more fragmented. The final six points refer to aspects of education that have been referred to as character education, service learning, citizenship education and emotional intelligence. All of these can be expressed in the single term, social-emotional learning, and it is this form of education, when added to academic learning, that provides

educators with the possibility of capturing the balance children need.

While some may disagree about what is most important, educators, parents, business leaders and those who make social policy share the same set of concerns. Schools must become better at guiding children toward becoming literate, responsible, non-violent, drug-free and caring adults.

The challenge of raising literate, responsible, non-violent, drug-free and caring children is familiar to parents, policy makers, administrators and teachers. Experience and research show that each element of this challenge can be enhanced by thoughtful, sustained and systematic attention to the social and emotional skills of children. Indeed, schools worldwide must give children intellectual and practical tools they can bring to their classrooms, families and communities. Social-emotional learning provides many of these tools. It is a way of teaching and organizing classrooms and schools that help children learn a set of skills needed to manage life tasks successfully, such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others. When schools implement high-quality social-emotional learning programmes effectively, the academic achievement of children increases, incidences of problem behaviours decrease, and the relationships that surround each child are improved.

Social-emotional learning is sometimes called 'the missing piece', because it represents a part of education that links academic knowledge with a specific set of skills important to success in schools, families, communities, workplaces and life in general. As recent world events have taught, there is a danger to each of us—locally and globally—when children grow up with knowledge but without social-emotional skills and a strong moral compass. Hence, a combination of academic and social-emotional learning is the true standard for effective education in the world today and for the foreseeable future.

# 1. Learning requires caring

**Effective, lasting academic and social-emotional learning is built upon caring relationships and warm but challenging classroom and school environments.**

**Research findings**

Lasting social-emotional learning, sound character and academic success are founded on classrooms and schools that are not threatening to students and challenge them to learn more, but do so in ways that do not discourage them. Also, these schools are places where students feel cared about, welcomed, valued and seen as more than just learners—they are seen as resources.

**Pratical applications**

- Greet all students by name when they enter the school or classroom.
- Begin and/or end the school day with brief periods of time for students to reflect on what they have learned recently and what they might want to learn next.
- Create rules in the classroom that recognize positive behaviour, such as co-operation, caring, helping, encouragement and support. Be sure that discipline rules and procedures are clear, firm, fair and consistent.
- Show interest in their personal lives outside the school.
- Ask them what kinds of learning environments have been most and least successful for them in the past and use this information to guide instruction.

**Suggested readings:** Kriete & Bechtel, 2002; Lewis, Schaps & Watson, 1996; O'Neil, 1997; Osterman, 2000.



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# 2. Teach everyday life-skills

**Life-skills that promote academic and social-emotional learning must be taught explicitly in every grade level.**

**Research findings**

The Collaborative for Academic, Social, and Emotional Learning (www.CASEL.org) has identified a set of social-emotional skills that underlie effective performance of a wide range of social roles and life tasks. To do this, CASEL drew from extensive research in a wide range of areas, including brain functioning, and methods of learning and instruction. These are the skills that provide young people with broad guidance and direction for their actions in all aspects of their lives, in and out of school. The skills are included below.

**CASEL's essential skills for academic and social-emotional learning**

*Know yourself and others:*

- Identify feelings—recognize and label one's feelings;
- Be responsible—understand one's obligation to engage in ethical, safe and legal behaviours;
- Recognize strengths—identify and cultivate one's positive qualities.

*Make responsible decisions:*

- Manage emotions—regulate feelings so that they aid rather than impede the handling of situations;
- Understand situations—accurately understand the circumstances one is in;
- Set goals and plans—establish and work toward the achievement of specific short- and long-term outcomes;
- Solve problems creatively—engage in a creative, disciplined process of exploring alternative possibilities that leads to responsible, goal-directed action, including overcoming obstacles to plans.

*Care for others:*

- Show empathy—identifying and understanding the thoughts and feelings of others;

- Respect others—believing that others deserve to be treated with kindness and compassion as part of our shared humanity;
- Appreciate diversity—understanding that individual and group differences complement one another and add strength and adaptability to the world around us.

*Know how to act:*

- Communicate effectively—using verbal and non-verbal skills to express oneself and promote effective exchanges with others;
- Build relationships—establishing and maintaining healthy and rewarding connections with individual and groups;
- Negotiate fairly—achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned;
- Refuse provocations—conveying and following through effectively with one's decision not to engage in unwanted, unsafe, unethical behaviour;
- Seek help—identifying the need for and accessing appropriate assistance and support in pursuit of needs and goals;
- Act ethically—guide decisions and actions by a set of principles or standards derived from recognized legal/professional codes or moral or faith-based systems of conduct.

**Practical applications**

- Consider adopting a social-emotional skill-building programme that has shown demonstrated effectiveness in populations and circumstances similar to yours; listings and Internet links to listings are available at www.CASEL.org, www.NASPonline.org and in the 'Resources' section of this booklet.
- Use CASEL's list of skills to help students prepare for academic assignments, projects, homework and tests.
- Ask students when it is important in their lives to use each of the skills. Then, help them build and use the skills when these situations arise.
- Each week, try to incorporate building one skill on CASEL's list of skills into your usual instructional routine. Continue throughout the year, reviewing and deepening what you do as you repeat each skill.

**Suggested readings:** Connell et al., 1986; Elias et al., 1997; Elias, Tobias & Friedlander., 2000; Goleman, 1995; Topping & Bremner, 1998; Zins et al., 2003.

# 3. Link social-emotional instruction to other school services

**Application of social-emotional skills to everyday life is aided greatly by a consistent, developmentally appropriate structure of supportive services in the school.**

**Research findings**

In addition to teaching life-skills explicitly at elementary and secondary levels, children also benefit from co-ordinated, explicit, developmentally sensitive instruction in the prevention of specific problems, such as smoking, drug use, alcohol, pregnancy, violence and bullying. Different cultures will select and focus on preventing different problem behaviours. In a similar way, children benefit from explicit guidance in finding a healthy life style. Eating habits, sleeping patterns, study and work environments are among the areas that are important to promoting academic and social-emotional learning. Further, all students need to be taught and given opportunities to practice age-appropriate strategies for conflict resolution. Finally, schools should be attentive to difficult life events that befall students and try to provide them with support and coping strategies at those stressful moments. Typically, such assistance is not given until children show problems that are the result of those difficult life events; unfortunately, during this time, many students are distracted from learning. Even when they are not actively disrupting class, they are not taking in all that their teachers are working so hard to provide. Providing social-emotional assistance to children facing difficult events is a sound prevention strategy that also promotes better academic learning. Children with special education needs must also receive social-emotional skill-building instruction and be included in related activities.

**Practical applications**

- Provide time in the school curriculum each year for instruction in appropriate health issues and problem behaviour prevention.

- Organize guidance and counselling services so that they help build social-emotional skills of groups of children who are anticipating or facing difficult situations.
- Allow planning time for staff to co-ordinate their efforts at supporting academic and social-emotional learning.

**Suggested readings:** Adelman & Taylor, 2000; Comer et al., 1999; Elias et al., 1997; Jessor, 1993; Perry & Jessor, 1985.

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# 4. Use goal-setting to focus instruction

**Goal-setting and problem-solving provide direction and energy for learning.**

**Research findings**

Children are required to learn many things, but without a sense of connection between and to those things, children are not likely to retain what they learn and use it in their lives. When their learning is presented in terms of understandable goals (goals that children can play a larger role in defining as they get older), children become more engaged and focused and less likely to exhibit behaviour problems. Learning experiences that co-ordinate and integrate different aspects of learning across subject areas and over time, as well as those that link to their lives outside of school in the present and future, are especially valuable.

Children also benefit from learning problem-solving strategies that they can apply to new situations that face them. Instruction in reading that includes examining the problem-solving and decision-making processes used by various characters in stories is particularly enriching. The same is true for history and current events instruction that allows students to focus on the different perspectives of individuals and groups involved and the problem-solving processes they used (or might have used). A similar approach can be used to help students understand how scientific and mathematical problem-solving occurs. When taught in this way, students find that, as they encounter new books, new civic situations and new group processes, they have strategies to apply that enhance their learning and performance and enable them to make better progress.

**Practical applications**

- Ask students how they calm themselves down when they are very upset; remind them to use this strategy when they get into frustrating or difficult situations, or teach them a self-calming strategy.

- Have students set goals that include how they will get better at a particular area of study or schooling and how they will make a contribution to the classroom.
- Teach a problem-solving strategy for understanding fiction, history or current events that uses frameworks such as those illustrated in the following examples or related ones.

Here is an example that can be used for history. It can easily be adapted for discussion of current events.

*Thinking about important events in history*

- What is the event that you are thinking about? When and where did it happen? Put the event into words as a problem or choice or decision.
- What people or groups were involved in the problem? What were their different feelings? What were their points of view about the problem?
- What did each of these people or groups want to have happen? Try to put their goals into words.
- For each person or group, name some different options or solutions to the problem that they thought might help them reach their goals.
- For each option or solution, picture all the things that might have happened next. Envision both long- and short-term consequences.
- What were the final decisions? How were they made? By whom? Why? Do you agree or disagree? Why?
- How was the solution carried out? What was the plan? What obstacles or roadblocks were met? How well was the problem solved? Why?
- Rethink it. What would you have chosen to do? Why?

Here is an example that can be used for reading stories in elementary school. It can be combined with elements of the history framework to be more challenging as students get older.

- I will write about this character ...
- My character's problem is ...
- How did your character get into this problem?
- How does the character feel?
- What does the character want to happen?
- What are all the ways the character can get this to happen?
- What questions would you like to be able to ask to the character you picked, to one of the other characters, or to the author?

**Suggested readings:** Cohen, 1999; Elias et al., 1997; Elias & Tobias, 1996; Pasi, 2001; Topping & Bremner, 1998.

# 5. Use varied instructional procedures

**Instruction for academic and social-emotional learning should use varied modalities and approaches to reach the diverse styles and preferences of all learners.**

**Research findings**

Academic and social-emotional learning takes place best in different ways for different students. So, educational experiences marked by instruction that uses different modalities are most likely to reach all children and allow them to build their skills and feel that the classroom environment is suited to their preferred way of learning. Modalities include modelling, role-playing, art, dance, drama, working with materials and manipulatives, and digital media, computer technology, and the Internet. Also important for sound instruction are regular and constructive feedback, discussions that include open-ended questioning, and frequent reminders to use social-emotional skills in all aspects of school life.

**Practical applications**

- Use a balance of teaching strategies, including asking open-ended questions, suggesting possible answers from which students might choose, checking with students to see if they understand what has been taught by asking them to repeat it to you or to a classmate, role-playing and lecturing.
- Vary instruction so that sometimes students are working in a large group, in small groups, in pairs, by themselves, at the computer, or on the Internet, working with digital media.
- Provide opportunities for cross-age tutoring.
- Create learning centres so that students can move around and have different learning experiences over the course of a day. The centres can be related to Howard Gardner's concept of multiple intelligences, so that some can be very tactile and hands-on, others can involve writing, others can

relate to art or music, and others can provide opportunities to use to dramatic or imaginative play.

- Allow students to create exhibitions of what they learn in different subject areas that can be shared with other students, parents and members of the community.
- Bring in experts and other individuals in the community to share knowledge, skills, customs and stories with students.

**Suggested readings:** Gardner, 2000; Johnson & Johnson, 1994; Ladd & Mize, 1983; Lambert & McCombs, 1998; Noddings, 1992; Salovey & Sluyter, 1997; Topping, 2000.

# 6. Promote community service to build empathy

**Community service plays an essential role in fostering generalization of social-emotional skills, particularly in building empathy.**

**Research findings**

Properly conducted community service, which begins at the earliest level of schooling and continues throughout all subsequent years, provides an opportunity for children to learn life-skills, integrate them, apply them, reflect upon them and then demonstrate them. This process solidifies their learning and also helps to create a climate in which others are more likely to engage in community service. Service experiences usually help students to encounter other people, ideas and circumstances in ways that broaden their sense of perspective and build empathic understanding and caring connections to the world around them. For many young people, community service provides an opportunity to nourish a universal need to be a generous and contributing member of important groups to which one belongs. This helps prepare children for their eventual roles in the larger society, as well as work and family groups of which they will be a part. Further, it helps nurture the spirit of students to see themselves as part of a larger world, with sets of ideals and beliefs that are important to living a fulfilled life.

**Practical applications**

- Provide service opportunities within classrooms so that, even from the youngest age, students feel that they are making a contribution to the positive functioning of the classroom. Examples include putting chairs away, cleaning up, and helping the teacher and other students.
- Set up opportunities for students to take on helpful roles in the community. Examples include improving the physical environment around the school, helping the elderly, and

providing comfort and support to the injured or sick. Such opportunities begin with preparation, so that students understand the circumstances they will be involved with, for example, the kinds of illnesses and difficulties that beset the elderly. Then, there is the action of carrying out the service, in which students should be as directly involved as is appropriate to their age and safety. Action is followed by reflection, as students have a chance to talk and/or write about what they experienced and their feelings about it. Finally, demonstration of learning should take place, as students creatively show their peers, younger students, parents and/or other groups in the community what they did, why they did it, how they felt about it and what they learned.

**Suggested readings:** Berman, 1997; Billig, 2000; National Commission on Service Learning, 2002.

# 7. Involve parents

**Involvement of parents in partnerships with the school to promote students' academic and social-emotional learning is likely to improve results.**

**Research findings**

When home and school collaborate closely to implement social-emotional learning programmes, students gain more and programme effects are more enduring and pervasive. As more and more children are being bombarded by messages of mass culture, the Internet, television, music, videos and other outlets unfiltered by adults, it becomes more and more important that key caregivers in children's lives send strong and co-ordinated health-promoting messages. Parents, schools, the community and the larger society all agree that building children's social-emotional skills is an important common concern. In the resources section of this document, there is a book to help parents create a positive home climate, build children's social-emotional skills, and organize so that family responsibilities and schoolwork all get accomplished. Entitled *Emotionally intelligent parenting*, it is available in at least ten different languages worldwide as of the time of this writing (November 2002).

**Practical applications**

- Give parents regular overviews of the academic and social-emotional skills students are learning at any given time.
- Give parents opportunities to meet to exchange ideas about how to support the teaching in school and how to raise their children.
- Help parents learn how to organize the morning routine and homework routines to minimize conflict.
- Communicate to parents the importance of having positive times with their children, despite difficulties, in order to build the children's sense of hope.
- Provide parents with opportunities to contribute to the classroom and/or school on a regular basis.

- Create a welcoming climate for parents in the school by displaying student artwork and other projects near entranceways.
- Set up time for family instruction or family projects, when parents and students can work together in appropriate ways.

**Suggested readings:** Christenson & Havsy, 2003; Elias, Tobias & Friedlander, 2000; Epstein, 2001; Huang & Gibbs, 1992.

# 8. Build social-emotional skills gradually and systematically

Implementation of social-emotional learning into a school is an innovation that should be built on the existing strengths of the setting and occurs in stages over a period of several years.

**Research findings**

Selecting and implementing social-emotional learning programmes should follow after a consideration of local needs, goals, interests and mandates; staff skills, workload and receptiveness; pre-existing instructional efforts and activities; the content and quality of programme materials; its developmental and cultural appropriateness to the range of recipient student populations; and its acceptability to parents and community members. Social-emotional learning efforts are often implemented as pilot projects and it typically takes two or three years for staff to have a confident and competent sense of ownership of the approaches being used. Once implemented, these efforts are most likely to become a regular part of school schedules and routines to the extent to which they are aligned with local and national educational goals, comply with legal standards and mandates, and have the informed support of educational administration, organized groups of educators, and members of the community or government who oversee high-quality education. Of particular importance is the connection between academic and social-emotional learning. Social-emotional learning is not a separate subject area; rather, it must be linked to language literacy, instruction in mathematics and science, history and current culture, health and physical education, and the performing arts. In all of these areas, the essential skills for academic and social-emotional learning mentioned earlier allow for deeper understanding of the content and improved pedagogy, with greater student engagement in learning and fewer behaviour disruptions.

Teachers and parents often complain that students do not adopt the goals they hold for them, and that they do not follow up on their well-meant advice. For example, Stefano's father tries to prevent him from doing his homework with the radio on, believing that music affects motivation and performance negatively. Current research does not support this view. Yet, such conflicts of interest lead to the frustration of Stefano's need for autonomy. Often, teachers (and parents) try to push their own goals along, thus fueling the child's struggle for autonomy. For decades, schools, teachers and researchers narrowed educational goals to learning and achievement, which only frustrated students' social goals.

**Practical applications**

- Allocate time and resources to those who are involved in programme planning, co-ordination and leadership.
- Develop a policy that states clearly how academic and social-emotional learning fit together in the schools.
- Begin social-emotional learning efforts with small, pilot projects conducted by those best trained in principles of social-emotional instruction and programmes.
- Allow time to work with the results of pilot projects to plan expanded efforts and/or new pilot projects.

**Suggested readings:** Collaborative for Academic, Social, and Emotional Learning, 2002; Elias et al., 1997; Novick, Kress & Elias, 2002; Utne O'Brien, Weissberg & Shriver, 2003.

# 9. Prepare and support staff well

**Effective academic and social-emotional instruction follows from well-planned professional development for all school personnel and a system of support during the initial years of implementation.**

**Research findings**

Social-emotional learning is relatively new to many educators. Therefore, they need to be patient with themselves and allow themselves an opportunity to learn this new area. No lasting success in academic and social-emotional instruction can be expected without on-going professional development for school personnel and support for their efforts as implementation proceeds. Time should be taken to train staff in children's social-emotional development, modelling and practice of effective teaching methods, multi-modal instruction, regular coaching and constructive feedback from colleagues. Staff also should become familiar with best practices in the field so that teachers can draw on what works most effectively. CASEL is playing a significant role in identifying the best of what works. Its guide, ***Safe and sound***, is available on the Internet and provides guidelines and information to allow educators to find programmes and procedures that work best for their particular situations.

**Practical applications**

- Provide high-quality staff development and support in social-emotional programmes and instructional procedures for those carrying out social-emotional learning efforts.
- Provide related professional development for all school personnel, including training in how to develop school-wide efforts to promote social-emotional learning skills.
- Create a committee that will be responsible for supporting implementation, especially during the initial years.

**Suggested readings:** Collaborative for Academic, Social, and Emotional Learning, 2002; Kessler,

# 10. Evaluate what you do

Evaluation of efforts to promote social-emotional learning is an ethical responsibility that involves on-going monitoring of implementation, assessing outcomes, and understanding opinions and reactions of those who carry out and receive the efforts.

**Research findings**

When schools accept children through their doors, they are making a pledge to prepare those students for the future. While schools cannot guarantee the outcomes of all their efforts, they do have an ethical responsibility to monitor what they do and to attempt to continuously improve it. Therefore, schools need ways to keep track of student learning and performance in all areas, including the development of social-emotional abilities. Socio-emotional learning efforts should be monitored regularly, using multiple indicators to ensure programmes are carried out as planned. In addition, on-going programme outcome information and consumer satisfaction measures can be systematically gathered from multiple sources. Instruction must be adapted to changing circumstances. This occurs through examining the opinions of those delivering and receiving social-emotional instruction; documenting ways in which social-emotional programmes are implemented and connected with academic instruction; evaluating outcomes observed among various groups of children in one's schools; and monitoring and addressing on-going new developments, such as changes in district resources, state initiatives and scientific advances.

**Practical applications**

- Use checklists to keep track of whether socio-emotional learning activities that are planned actually take place.
- Provide staff with the opportunity to rate and/or comment on the lessons they carry out, to note what went well and what might be improved in the future.

- Use brief surveys of students and staff to find out what they liked most and least about socio-emotional learning activities, the opportunities they had for putting the skills to use, and ideas for improving instruction.
- Ask people who work in the school (and parents, if possible) how they will know when students' academic and social-emotional skills are improving and design indicators to measure the extent to which this takes place.
- Place on the report card or other feedback system a listing of socio-emotional learning skills or related indicators so that there can be accountability for this aspect of schooling and methods designed to improve instruction as needed.

**Suggested readings:** Elias et al., 1997; Fetterman, Kafterian & Wandersman, 1996; Harvard Graduate School of Education, 2003; Weissberg et al., 1997.

# Conclusion

Education is changing. Academic and social-emotional learning is becoming the new standard for what is considered the basics that children should acquire during their schooling. Because this is so new to many educators, but not to all, this pamphlet includes ideas to help get social-emotional efforts started, as well as to sustain those schemes that have already begun. It is designed to help all schools become places where learning is valued, dreams are born, leaders are made, and the talents of students—the greatest resource shared by every community—are unleashed.

Our students are important not only to their schools and families, but also to their communities, their future workplaces and families, and to the world around them. Each student has potential. While that potential is not identical for all, every student deserves the opportunity to have his potential developed. The combination of academic and social-emotional learning is the most promising way to accomplish this goal. In so doing, educators are also preparing students for the tests of life, for the responsibilities of citizenship, and for adopting a lifestyle that is literate, responsible, non-violent, drug-free, and caring. This is not an easy task. It will require patience as new skills are learned, but not too much patience, as our students are depending on the adults around them to prepare them for their future lives. It is a great responsibility, and it deserves great effort.

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# Resources

This section contains web listings of international resources, materials, research, articles and training related to social-emotional learning.

**GENERAL INTERNATIONAL RESOURCES**

- Booklets in the series of Educational Practices published by the International Bureau of Education (translated into various foreign languages): www.ibe.unesco.org/International/Publications/EducationalPractices/prachome.htm
- The World Federation for Mental Health: www.wfmh.com/
- 6 Seconds: www.6seconds.org and www.heartskills.com/org/

**PARTIAL LISTING OF NATIONAL WEB SITES**

*DENMARK*
Center for Social and Emotional Learning (CESEL): www.cesel.dk/

*GERMANY*
German Network for Mental Health: www.gnmh.de/

*ISRAEL*
Psychological and Counseling Services/Life Skills Program (SHEFI), Education Ministry
http://www.education.gov.il/shefi

*JAPAN*
EQ Japan: www.eqj.co.jp/

*NEW ZEALAND*
Cornerstone Values: cornerstonevalues.org/
Youth Education Service (YES) of the New Zealand Police: www.nobully.org.nz/

*NORWAY*
Nasjonalforeningen for Folkehelsen:
www.nasjonalforeningen.no/BarnogFamilie/artikler/folkeskikk.htm

*ROMANIA*
Right Training and Consulting: right.netfirms.com/

*SINGAPORE*
Mega Forte Centre (The Centre for Emotional Intelligence): www.megaforte.com.sg/

*SOUTH AFRICA*
Department of Education Sciences, Rand Afrikaans University (Helen Krige):
http://general.rau.ac.za/eduscie/krige.htm

*SWEDEN*
Social Emotional Training (Social Emotionell Träning): www.set.st/



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*TURKEY*
Emotional Intelligence of Turkey (Türkiyenin Duygusal Zekasi): www.duygusalzeka.com/

*UNITED KINGDOM—ENGLAND*
Ei United Kingdom: www.eiuk.com
The Mental Health Foundation
http://www.mentalhealth.org.uk/

*UNITED KINGDOM—SCOTLAND*
Promoting Social Competence Project:
www.dundee.ac.uk/psychology/prosoc.htm

**WEB LISTINGS FOR SOCIAL-EMOTIONAL LEARNING PROGRAMMES WITH INTERNATIONAL PRESENCE**

- www.researchpress.com—I Can Problem Solve (ICPS);
- www.quest.edu—Skills for Adolescence; Skills for Action; Violence Prevention;
- www.channing-bete.com—Promoting Alternative Thinking Strategies (PATHS);
- www.esrnational.org—Resolving Conflict Creatively Program (RCCP);
- www.responsiveclassroom.org—Responsive Classroom;
- www.cfchildren.org—Second Step;
- www.peaceeducation.com—Peace Works;
- www.open-circle.org —Open Circle/Reach Out to Schools Social Competency Program;
- www.umdnj.edu/spsweb; www.EQParenting.com—Social Decision Making/Social Problem Solving Program;
- www.tribes.com—Tribes TLC: A New Way of Learning and Being Together.

**RESOURCES FOR SERVICE LEARNING/CITIZENSHIP EDUCATION**

- International Partnership for Service-Learning: www.ipsl.org
- National Center for Learning and Citizenship: www.ecs.org/clc
- Center for Information and Research on Civic Learning and Engagement: www.civicyouth.org
- National Service-Learning Exchange: www.nslexchange.org
- National Service-Learning Clearinghouse: www.service-learning.org
- International Education and Resource Network: www.iEARN.org

iEARN is a non-profit global network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world.

**INTERNATIONAL RESOURCES FOR PARENTS**

Listing of publishers of international editions of Elias, M.J.; Tobias, S.E.; Friedlander, B.S. 2000. ***Emotionally intelligent parenting: How to raise a self-disciplined, responsible, socially skilled child.***
Australia: Transworld
Germany: Ullstein Buchverlage

| | |
|---|---|
| Indonesian: | Mizan Publishers |
| Israel: | Matar-Triwaks Enterprises |
| Italy: | Newton & Compton Editorial |
| Netherlands: | Uitgeverij Het Spectrum |
| Polish: | Wydawnictwo Moderski |
| Portuguese: | Editora Objetiva (Brazil Only) |
| Portuguese: | Editora Pergaminho Lda (Portugal Only) |
| Rep. of Korea: | Segyesa Publishing Co. |
| Romanian: | Curtea Veche |
| Spain: | Random House Mondadori/Plaza and Janes |
| Thailand: | Plan Booknet/Plan for Kids |
| UK: | Hodder & Stoughton |
| United States: | Random House/Three Rivers Press |

http://www.temple.edu/LSS/upcoming—Laboratory for Student Success/School-Family Partnership Project

**PRIMARY WEB SITES FOR PUBLICATIONS, MATERIALS AND MEDIA**

Collaborative for Academic, Social, and Emotional Learning: www.casel.org
George Lucas Educational Foundation: www.GLEF.org
Character Education Partnership: www.character.org
National Professional Resources: www.nprinc.com
Center for Social-Emotional Education: www.csee.net
The Harnessing Optimism and Potential Through Education Foundation: www.communitiesofhope.org.

**Previous titles in the 'Educational practices series':**

1. Teaching *by Jere Brophy*. 36 p.
2. Parents and learning *by Sam Redding*. 36 p.
3. Effective educational practices *by Herbert J. Walberg and Susan J. Paik*. 24 p.
4. Improving student achievement in mathematics *by Douglas A. Grouws and Kristin J. Cebulla*. 48 p.
5. Tutoring *by Keith Topping*. 36 p.
6. Teaching additional languages *by Elliot L. Judd, Libua Tan and Herbert J. Walberg*. 24 p.
7. How children learn *by Stella Vosniadou*. 32 p.
8. Preventing behaviour problems: what works *by Sharon L. Foster, Patricia Brennan, Anthony Biglan, Linna Wang and Suad al-Ghaith*. 30 p.
9. Preventing HIV/AIDS in schools, *by Inon I. Schenker and Jenny M. Nyirenda*, 32 p.
10. Motivation to learn, *by Monique Boekaerts*, 28 p.

These titles can be downloaded from the websites of the IEA (http://www.curtin.edu.au/curtin/dept/smec/iae) or of the IBE (http://www.ibe.unesco.org/International/Publications/pubhome.htm) or paper copies can be requested from: IBE, Publications Unit, P.O. Box 199, 1211 Geneva 20, Switzerland. Please note that no. 2 and no. 4 are out of print, but can be downloaded from the websites.

EDUCATIONAL PRACTICES SERIES—11



## The International Bureau of Education—IBE

An international centre for the content of education, the IBE was founded in Geneva in 1925 as a private institution. In 1929, it became the first intergovernmental organization in the field of education. In 1969, the IBE joined UNESCO as an integral, yet autonomous, institution.

It has three main lines of action: (a) organizing the sessions of the International Conference on Education; (b) collecting, analysing and disseminating educational documentation and information, in particular on innovations concerning curricula and teaching methods; and (c) undertaking surveys and studies in the field of comparative education. At the present time, the IBE: (a) manages *World data on education*, a databank presenting on a comparative basis the profiles of national education systems; (b) organizes regional courses on curriculum development; (c) collects and disseminates through its databank INNODATA notable innovations on education; (d) co-ordinates preparation of national reports on the development of education; (e) administers the Comenius Medal awarded to outstanding teachers and educational researchers; and (f) publishes a quarterly review of education—*Prospects*, a newsletter—*Educational innovation and information*, as well as other publications.

In the context of its training courses on curriculum development, the Bureau is establishing regional and sub-regional networks on the management of curriculum change and developing a new information service—a platform for the exchange of information on content.

The IBE is governed by a Council composed of representatives of twenty-eight Member States elected by the General Conference of UNESCO. The IBE is proud to be associated with the work of the International Academy of Education and publishes this material in its capacity as a clearinghouse promoting the exchange of information on educational practices.

**http://www.ibe.unesco.org**

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*Office of Educational Research and Improvement (OERI)*
*National Library of Education (NLE)*
*Educational Resources Information Center (ERIC)*

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